

The Use of “Polisi Numpang Tanya” Game to Teach Speaking of Things Around Me to The Seventh Graders

THE USE OF “POLISI NUMPANG TANYA” GAME TO TEACH SPEAKING OF THINGS AROUND ME TO THE SEVENTH GRADERS

Hadriyanti Sareng

English Department, Language and Arts Faculty, State University of Surabaya

Vitasareng91@gmail.com

Rahayu Kuswardani

English Department, Language and Arts Faculty, State University of Surabaya

Rahayu.kuswardani@gmail.com

Abstract

Teaching speaking is one of skills which should be taught in the school. In teaching speaking there should be fun way to make students enjoy while learning. So the teachers have to use the right technique or media to teach adolescent learners especially seventh graders. Based on the reality, the researcher used “polisi numpang tanya” game as a technique to teach speaking of *thing around me*. This study presents the use of “polisi numpang tanya” game. Beside that, the researcher also describes the students’ responses on using the technique. To get the data needed, the researcher uses observation checklist, interview, and questionnaire as the instruments. The observation was conducted twice. The data collected were analysed qualitatively through the process of describing, sorting and analysing. The result showed that the “polisi numpang tanya” was easily implemented. The responses of the students showed that they were very excited to speak through the game. It means that the technique could be used in teaching speaking to the seventh graders.

Keywords: “Polisi numpang tanya”, Speaking, Seventh graders.

Abstrak

Pengajaran berbicara merupakan salah satu keterampilan yang harus diajarkan di sekolah. Dalam mengajar berbicara harus ada cara yang menyenangkan untuk membuat siswa dapat menikmati pelajaran dengan senang. Jadi, guru harus menggunakan teknik atau media yang tepat untuk mengajar peserta didik remaja terutama kelas tujuh. Berdasarkan kenyataan tersebut, peneliti menggunakan permainan "polisi numpang tanya" sebagai teknik untuk mengajar berbicara dengan materi hal di sekitar saya. Penelitian akan menyajikan penggunaan permainan "polisi numpang tanya". Selain itu, peneliti juga menjelaskan respon siswa setelah menggunakan teknik ini. Untuk mendapatkan data yang dibutuhkan, peneliti menggunakan observasi ceklist, wawancara, dan kuesioner sebagai instrumen. Pengamatan dilakukan dua kali. Data yang dikumpulkan dianalisis secara kualitatif melalui proses menjelaskan, memilah dan menganalisis. Hasil penelitian menunjukkan bahwa "polisi numpang tanya" mudah diimplementasikan. Respon siswa menunjukkan bahwa mereka sangat bersemangat untuk berbicara melalui permainan. Ini berarti, bahwa teknik ini dapat digunakan dalam mengajar berbicara kepada anak-anak kelas tujuh.

Kata kunci: Permainan polisi numpang tanya, Berbicara, SMP kelas 7

Introduction

Speaking is the important one to be considered for the teacher. Many teachers agree that students should learn to speak English as a second language when interacting with others. As Lado (1961: 240-241) stated that speaking ability is someone's ability to transfer their knowledge and to express their idea in real communication by selecting correct words and systematized idea. Teaching speaking to the seventh graders is recommended because they have to raise their English knowledge after graduated from elementary school.

Teaching speaking to young adult learners is not easy because, most of them still feel afraid if they have to speak English. From that reality, the teacher must have an interesting media or technique in order to make the students confident to speak with a suitable material. Students like to study with an enjoy ways. Game as a suitable technique to be used. Hadfield (2005) uttered that games are defined as an activity that consisted of some sequence of rules, aimed (goal), and a bunch of elements of fun. Good game have to be very flexible and can be used for teaching any aspects of language Carrier (1980:6). In addition, he also continued stated that a good game also must not be too difficult to prepare and not spend so much money.

In this study, the researcher used a game which can fulfill the criteria and can be used effectively to teach speaking. The game called “polisi numpang tanya” can be alternative way to improve students' speaking ability. In Indonesia, “polisi numpang tanya” game is quite famous for all people. They usually play this game with their friends. They will sing “polisi numpang tanya” song then guess something which related with the instruction.

There are some considerations in teaching speaking through game. The teacher should choose the right material to combine with the technique. So the students will easy to understand until they have to implement it.

By this research, the researcher decided to choosing the English material in the seventh grade English book, and connected it with the idea she want to observe. She found chapter four in the students' book (Kurikulum 2013) was about *things around me*. In that chapter the goal of the material is students could name the *things around me*. The things that they have to learn are things in the classroom, bag, garage, garden, their own room, living room, etc. The researcher developed the material by change it to be a speaking lesson without changed the main of the aim of the competence.

In the process the player of the game must sing a short of song which the title is “polisi numpang tanya”. When the song is stopped or finished, the players have the turn to mention the answer. In this line the students will make simple sentences which contain a word related to the topic (*things around me*). So they will make a sentence in a form of simple present tense then the teacher will mention which part of place or thing that will be used as a topic.

Therefore to build up the seventh grade students of junior high school speaking capability, the teacher should use a game as a technique. As a stated above that the game called “polisi numpang tanya” and it will played with the song. The researcher believed that it would be suitable for them, because students will feel happy because they can play a game through singing together and absolutely bravely speak in front of the class. Furthermore, the speaking is about *things around me* and in a form of simple present tense which connect with their daily activity. By using this game the students will easy to name *things around me*, because those things are around them and daily activity is something common for them. Indeed it would be easy and will make a sense for them. Moreover the students will memorize the words and they can implement it in the daily activity. In this case, the subject (seventh graders) will confident to speak English and they could achieve the goal.

Methods

This study uses descriptive qualitative research to observe and describes the situation that happens in teaching process by using “polisi numpang tanya” game. According to Ary, et al (2002:3222) stated that the descriptive research study is designed to obtain information concerning the current status of phenomenon. The purpose of descriptive research is to describe accurate information based on the facts.

In this research, the researcher takes part as the observer. In this study the researcher observed students' activities and the teacher's activity in applying the technique. The proposed technique was attempted for the seventh graders. The researcher also described the phenomenon and the atmosphere of activities which happen in the classroom.

The subject of the study was the teacher and the seventh graders of SMPN 26 Surabaya. There were 38 students in class. The researcher chose them

as a subject to be observed because she believed that in this grade the students should learn to speak English well.

The data of the study were taken from the observation of teaching – learning processes, the teacher’s opinion during the interview and questionnaire for the students. The data were needed to find out the result after implemented the “polisi numpang tanya” game in teaching speaking of things around me.

To collect the data, the researcher used observation checklist, interview, and questionnaire. The aim of observation checklist was to gain the data dealing with the technique which used by the English teacher in teaching speaking and the pupils’ response when they were taught by using that technique. The aim of used interview is to get the information about the implementation of the technique that the teacher has been used. Moreover instruments which is the researcher used in order to know the students’ responses based on the use of “polisi numpang tanya” game.

After the data were complete, the researcher analysed them descriptively. The data were classified based on the research questions. The researcher described the observation concerning what was happen in the classroom while the teacher implemented the game in teaching speaking. After analysed the data, the conclusion of the result was written descriptively.

RESULT

The result of the first observation

The first observation was conducted on 24 of April 2014. Before the teacher entered the classroom to start the lesson, the teacher had prepared the materials including the lesson plan, topics and the technique that would be used in the class. She started from explaining what lesson which will be taught in that meeting. She also explained what the students were going to do and told them the goal of the lesson that day.

Teacher : ok class now we are going to learn chapter 4, so please open your book....! See, chapter IV things around me in this chapter we will learn name of things in theclassroom, bag, house, school etc. It means that we will learn all of things which related from each of them. For example there are book, pen, ruler in your bags.

Teacher :Dari penjelasan yang pertama ini kalian cukup paham ?
 Students : yes mam.....
 Students 1 : brarti nama-nama benda gitu kan mam.....?
 Teacher : ya tapi kita akan belajar lebih banyak dan macam kata pun lebih luas lagi.Jadi tidak hanya nama benda yang sudah sering kalian dengar dan ketahui. Supaya kalian lebih mengerti lagi mam akan memperlihatkan beberapa gambar di depan dan mam akan jelaskan lebih lanjut.
 Now I will show you some picture then all of you can guess by yourself.
 (prepared the LCD)
 Rosa would you please help me to turn on the LCD
 Rosa : yes mam.....
 Teacher : thanks ros
 Teacher : when I show you some pictures your job is rise your hand and I will choose one of you then answer what the picture is. Do you understand class ?
 Students : yes mam....
 Teacher : ok great

Pictures which introduced at The First Meeting



After showing the pictures, The teacher told the students that they will play a game called “polisi numpang tanya” game. When the teacher said the name of the game suddenly all of students made some noise. The teacher divided the 7B students into somegroups.

There are 38 students in that class. She decided to make six groups. It means there were six members in each groups but, there was two groups who has seventh members. After done grouping, the teacher started to explain the important rules which they have to remember and dealt with it.

Teacher : class..... now! each of group job is come forward to the class then I will give you one word then you have to make a simple sentence which is contain the word of the topic. You will make a sentence by singing the *polisi numpang tanya* song first.

Do you understand?

Students : (some of them say yes, some say no)

Student 5 : sek mam masih bingung, terangin pakai bahasa Indonesia aja please mam...

Teacher :ok, tapi perhatikan ya! Jadi ketika 1 grup maju, grup dan seluruh anggota kelas menyanyikan lagu polisi numpang tanya, ketika sampai di akhir lagu (.....atas nama ?) mam akan menyebutkan kata tersebut (contoh : bag) nah dari situ kalian akan tau harus membuat kalimat yang salah satu kata dalam kalimat tersebut adalah kata yang berkaitan dengan benda yang sering kalian temukan di dalam tas. Seperti pulpen, buku dll. Gimana..... sudah lebih jelas ?

Students : oh ya ya mam, paham.....

Teacher : let's play group one, and all of you guys please sing “polisi numpang tanya” song together and loudly. Don't forget to clap your hands too, be fun be happy.

After explaining the lesson which they will learn about and described the rules of the game, the teacher asked to play the game

Group 1 : *polisi – polisi numpang tanya (clap the hands) sebentar (clap the hands) atas nama (clap the hands)..... “singing together”*

Teacher : classroom (loud and excited)

Student 1 : there is white board in my classroom (prok prok prok)

Student 2 : I found a globe in my classroom (prok prok prok)

Student 3 : I found pictures of our president in the classroom (prok prok prok)

Student 4 : there are some table in the classroom (prok prok prok)

Student 5 : there is window in my classroom (prok prok prok)

Student 6 : I found madding class in our classroom (prok prok prok)

The first group had already played the game then the teacher started to evaluate what the group one has finished. She corrected the student (student 5) who said “there is window in my class room). She said, that it should be “there are six windows in my classroom”, because at their class there are six windows. As a stater, group one was quite good in playing this game. But most of them still thought for a while first, before they say the full sentence. After that, the second group continued to play the game. While evaluated the second group the bell suddenly rang, so the teacher close the lesson that day and asked the student to study chapter 4, because the rest groups will play on the next monday.

The result of the second observation

The second observation was conducted on april, 2014 in 7B class. The class began at 12.40 PM and finished at 2.10 PM. In that day the English lesson was the last lesson. In the previous day she had explained the chapter four from their books and also there were two groups who played the game of “polisi numpang tanya”. So the teacher wanted to continue the game for the rest of the groups who did not perform yet. Before that she reminded all the students about what they have learnt in the previous day and she hoped in that day the rest of the groups would perform better in mentioning the word especially for the words which uncommon for them also in creating the right sentence. She started the main lesson by showing some pictures in order to warm up the students. Just like in the previous day she asked the students to guess then repeat after the pronunciation spoken by teacher in right way.

The condition of the class at the time was quiet, maybe they feel tired because it was the last lesson. The teacher decided to make them ready to study. After showing some pictures the teacher asked the students to sit with their group because the game

was ready to play. At the time all of the students were excited. The teacher called the third group, then they came forward. Before started the game she asked all of them to sing a song of *polisi numpang tanya* and they promised that they would sing the song together loudly. The teacher was smile and felt happy because her student was great to be cooperative.

Group 3 : *polisi – polisi numpang tanya (clap the hands) sebentar (clap the hands) atas nama (clap the hands)..... “singing together”*

Teacher : living room (loud and excited)

Student 1 : I watch television in my living room (prok prok prok)

Student 2 : I sit in a sofa in my living room (prok prok prok)

Student 3 : there are some pictures of my family in the living room

Student 4 : the telephone rang in my living room

Student 5 : there is a lamp in my living room

Student 6 : I found a curtain in my living room

Group 4 : *polisi – polisi numpang tanya (clap the hands) sebentar (clap the hands) atas nama (clap the hands)..... “singing together”*

Teacher : my garden (loud and excited)

Student 1 : there are some flowers in my garden (prok prok prok)

Student 2 : my father brings some pots in the garden (prok prok prok)

Student 3 : I found a spade in the garden (prok prok prok)

Student 4 : I found a hoe in my garden (prok prok prok)

Student 5 : I sit under the tree in the garden (prok prok prok)

Student 6 : there is a bench in my grandmother’s garden (prok prok prok)

After the last group have performed, the teacher made an evaluation. She corrected some students which are made a wrong pronunciation in mentioning the words. The researcher saw most of students too interested while sang the *polisi numpang tanya* song.

The result of the interview

The interview session was held in the end of may, it because the teacher was very busy with

national exam. The researcher only interviewed the teacher. The researcher asked some questions about the teaching learning process when she applied *polisi numpang tanya* game for two meetings. From the whole questions which answered by the teacher, the researcher concluded that *polisi numpang tanya* game is suitable for the seventh graders and this game can help the students learn speaking of things around me. Moreover she said that this game was simple and easy to be implemented. Teaching speaking through *polisi numpang tanya* game really helped the students to achieve the goal of chapter four. She also implied that this game build the students’ enthusiasm in learning English subject. The teacher realized that, during the teaching learning process there is always some problem. That was happened too for this observation. Although she got some problem during teaching and learning process, she still can handle the class well.

The result of students’ responses

In this part the researcher described the students’ responses toward the use of *polisi numpang tanya* game in teaching speaking of things around me. The researcher analysed the result through the questionnaire which had given in the second observation. There are ten questions in the form of multiple choice that the students had to answer in the questionnaire, the answer depend on their own opinion.

Starting from questions number one to four. Each question dealt with speaking lesson given by the teacher. The first question dealt with how much they like to study speaking English, the second questions dealt with how much they like if their teacher teach them speaking lesson, the third question dealt with how much they like speaking of *things around me* as a task from the teacher, and the four question dealt with how much they like to study speaking of *things around me* which was given by the teacher.

The researcher analysed the students’ answers in questions number one to four. The result showed that most of students chose suka (like) and the rest of them chose sangat suka (really like). It means that most of the students actually like the speaking lesson in English subject which was given by the teacher. Next, questions number five and six analysed the

students’ responses about their interest in game. Question number five dealt with how much they like playing game. Questions number six dealt with how much they like playing game with singing too. The researcher analysed students’ answers in questions number five to six. Most of students chose *sangat suka* (really like) and the rest of them chose *suka* (like). This fact tells that most of students actually like playing game especially with a song. The last questions were number seven to ten analysed students’ responses in the use of *polisi numpang tanya* game as a technique to teach speaking of things around me. Question number seventh dealt with how much they like playing *polisi numpang tanya* game in speaking (things around me) lesson. Question number eight dealt with how much they like “polisi numpang tanya” game to be used in learning speaking. Question number nine dealt with whether they like the use of “polisi numpang tanya” game by choosing the word for the topic of things around me and arrange it to be a sentence. Question number ten dealt with how much they like *polisi numpang tanya* game to motivate them to speak English of things around me.

The researcher analysed students’ answer in questions number seventh to ten. From the whole students, most of the students choose *sangat suka* (really like) and the rest of them choose *suka* (like). This reality explained that most of them actually like learn speaking of things around me especially through *polisi numpang tanya* game.

Conclusion

Based on the result and discussion, it can be concluded that “polisi numpang tanya” game help the students name thing around me through speaking activity. There were two meetings of implementing of “polisi numpang tanya” game in teaching speaking of *things around me* to the seventh graders for this research. The first and second meeting had similar activities during the teaching learning process. The processed of implementing the technique in both meeting were same.

From the questionnaire were shown, the researcher conclude that the students were motivated to speak and can name the *things around me*, in this case they excited about name it by using “polisi

numpang tanya” game. The students bravely perform by sang the “polisi numpang tanya” song’s and creating a simple sentence with the word that match with the word topic. Most students agreed that the use of this technique made them more understand about things around me and confident to speak in front of the class. Through this game, most of them also believed that they were motivated to speak English whit things around me as a material.

References

- Ary, Donald, et al. 1985. *Introduction to Research in Education*. Canada: CBS College Publishing
- Carrier, M., 1980. *Games and Activities for Language Learners*. London: Harrap. Chamberlain.
- Hadfield, Jill. 1990. *Intermediate Communication Games*. England: Longman
- Lado, Robert. 1964. *Language Teaching: A scientific approach*. Bombay: MC graw-Hill Publishing